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## ABSTRACT

The historical role of institutional advancement and the specific activities and trends currently affecting it are reviewed, and four strategies for advancement programs are suggested. Institutional advancement includes alumni relations, fund-raising, public relations, internal and external communications, and government relations, and its dominant concern is financial support of higher education and the institution. Changes in the perception of advancement have occurred over the last decade, and it has emerged as an essential and professional segment of university administration. Additionally, there has been increased cooperation within and among institutions with regard to advancement functions. Diverse trends are cited that have resulted in heightened interest in the management of advancement and new emphasis on the process and outcomes of advancement. Strategies for advancement programs are as follows: effective management of an institution's assets; focusing on the prestige of the institution; educational marketing; and flexible management, an eclectic approach incorporating a concept of dynamic advancement and the selected application of management principles. Centrally managed, a strategy for advancement confronts four challenges: designing quality public relations programs; restructuring activities to involve the institution's many publics; redesigning fund-raising campaigns to be cost effective and to achieve optimum results within the constraints of competition, inflation, and tax laws; and coordinating objectives, program, resources, and contacts. A bibliography is appended. (SW)

Report

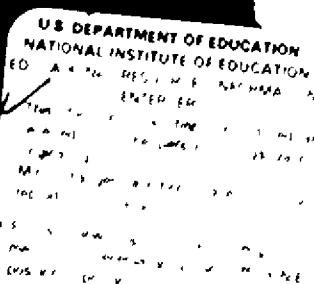
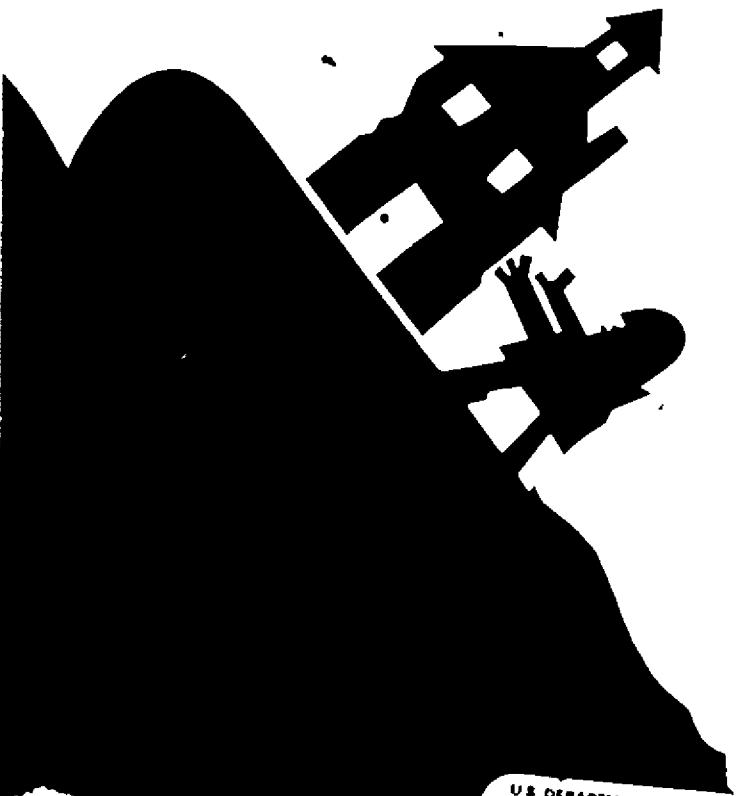
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1991

## *Institutional Advancement Strategies in Hard Times*

Michael D. Richards and Gerald R. Sherratt

ED 207475



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# Institutional Advancement Strategies In Hard Times

Michael D. Richards and Gerald R. Sherratt

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## Foreword

It is a pleasure to introduce the first volume of the *Journal of Health Politics, Policy and Law*. This journal is the result of a joint effort by the University of Michigan and the University of Wisconsin. It is the first journal in the field of health politics and policy to be published by a university. The journal is intended to provide a forum for the exchange of ideas and information among scholars, practitioners, and students in the field of health politics and policy.

The journal will publish articles on a variety of topics related to health politics and policy. These topics include, but are not limited to, the following:

- The political process and its impact on health policy
- The role of government in health policy
- The role of the private sector in health policy
- The role of the media in health policy
- The role of interest groups in health policy
- The role of international organizations in health policy
- The role of non-governmental organizations in health policy
- The role of the judiciary in health policy
- The role of the executive branch in health policy
- The role of the legislative branch in health policy
- The role of the administrative branch in health policy
- The role of the academic community in health policy
- The role of the public in health policy
- The role of the private sector in health policy
- The role of the media in health policy
- The role of interest groups in health policy
- The role of international organizations in health policy
- The role of non-governmental organizations in health policy
- The role of the judiciary in health policy
- The role of the executive branch in health policy
- The role of the legislative branch in health policy
- The role of the administrative branch in health policy
- The role of the academic community in health policy
- The role of the public in health policy

The journal will also publish book reviews, research notes, and other types of articles related to health politics and policy. The journal will be published quarterly, and will be available to subscribers in both electronic and print formats.

I would like to thank the members of the editorial board for their hard work and dedication to the success of the journal. I would also like to thank the staff of the journal for their efforts in making the journal a reality. I hope that the journal will be a valuable resource for all those interested in health politics and policy.

Jonathan D. Elie  
Editor-in-Chief  
University of Michigan  
University of Wisconsin

## Overview

The following sections provide an overview of the study. The first section describes the study design and the second section describes the data collection process. The third section describes the data analysis process. The fourth section describes the results of the study. The fifth section describes the conclusions of the study.

**Study Design:** The study was a longitudinal study. The study began in 1990 and ended in 1995. The study was conducted in three phases. Phase I (1990-1991) involved the collection of baseline data. Phase II (1991-1992) involved the collection of follow-up data. Phase III (1992-1995) involved the collection of final data. The study used a mixed-methods approach. Qualitative methods included in-depth interviews and focus groups. Quantitative methods included surveys and statistical analyses.

**Data Collection:** Data were collected through a variety of methods. Qualitative data were collected through in-depth interviews and focus groups. Quantitative data were collected through surveys and statistical analyses. Data were collected from a variety of sources, including individuals, organizations, and government agencies.

**Data Analysis:** Data analysis involved the use of various statistical techniques. Qualitative data were analyzed using thematic analysis. Quantitative data were analyzed using regression analysis and multivariate analysis.

**Results:** The results of the study indicated that there was a significant increase in the number of individuals who reported experiencing mental health problems. The results also indicated that there was a significant increase in the number of individuals who reported experiencing physical health problems.

**Conclusions:** The study concluded that there is a need for more research on mental health and physical health problems. The study also concluded that there is a need for more research on the relationship between mental health and physical health problems.



# A Rationale For Institutional Advancement



## Operating Context: The Dynamics of a University

The university is a complex organization with many internal and external factors that influence its operations. The internal factors include the academic mission, student enrollment, faculty and staff, and institutional resources. The external factors include the local community, state and federal government, and other educational institutions. These factors interact in complex ways to shape the university's operating context.

The university's academic mission is the primary driver of its operations. This mission is defined by the university's goals and objectives, which are typically set by the board of trustees. The academic mission is influenced by a variety of factors, including the availability of funding, the quality of faculty and staff, and the demand for education and research. The university's academic mission is also shaped by its relationship with the local community, which can provide resources and support for the university's operations.

The university's student enrollment is another important factor in its operating context. Student enrollment is influenced by a variety of factors, including the cost of tuition, the quality of education offered, and the availability of financial aid. The university's student enrollment is also shaped by its relationship with the local community, which can provide resources and support for the university's operations.

The university's faculty and staff are also important factors in its operating context. Faculty and staff are responsible for teaching, research, and administration. They are influenced by a variety of factors, including the availability of funding, the quality of facilities, and the demand for their services. The university's faculty and staff are also shaped by its relationship with the local community, which can provide resources and support for the university's operations.

The university's institutional resources are another important factor in its operating context. These resources include physical facilities, financial resources, and personnel. The university's institutional resources are influenced by a variety of factors, including the availability of funding, the quality of facilities, and the demand for its services. The university's institutional resources are also shaped by its relationship with the local community, which can provide resources and support for the university's operations.

the same time, the number of hours spent in the classroom is reduced. This is due to the fact that the students are more involved in the learning process. They are more active and more engaged in the learning process. This results in a more effective learning environment. The students are more likely to learn and retain information in a classroom setting than in a traditional classroom setting. This is because they are more involved in the learning process. They are more likely to remember what they have learned and apply it to their everyday lives. This results in a more effective learning environment.

## The reality of ancillary functions

It is clear that the concept of ancillary functions is not limited to the public sector. In fact, it is a concept that can be applied to any organization. The distinction between core and ancillary functions is based on the nature of the organization's mission and its relationship to the market. In a profit-making organization, the core function is the production of goods or services, while ancillary functions support the core function.

The concept of ancillary functions is important in all organizations, but its direct relevance to the public sector is particularly strong. The profound impact of the expansion of the public sector in developing countries on aspects of society such as health, education, and employment is well-known.

It is also important to understand that the concept of ancillary functions is not limited to the public sector. It can be applied to any organization, regardless of its mission or its relationship to the market. The term "ancillary functions" is used here to refer to the non-core functions of an organization.

It has been argued that part of the motivation of firms to expand beyond their home country is to diversify and spread company-wide support and thus increase the firm's market share. In addition, local and community initiatives often play an important role in the business environment in which they operate. However, in order to fully utilize

## The role of constituents

## The paradox of communication

Opinion leaders are the ones who have the power to influence others. They are the ones who can make a difference. They are the ones who can change the world. They are the ones who can make a difference. They are the ones who can change the world.

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The first step in becoming a leader is to identify your strengths and weaknesses. This will help you to understand what you need to work on and what you can do better. It will also help you to identify your weaknesses and how you can improve them. In addition, it is important to work from your strengths and weaknesses. If you are strong in one area, then you should focus on that area. If you are weak in another area, then you should work on improving that area.

The second step in becoming a leader is to identify your goals. These goals should be specific and measurable. They should also be realistic and achievable. By setting goals, you can work towards them and achieve success.

The third step in becoming a leader is to identify your values. Your values should be aligned with your goals. By identifying your values, you can work towards them and achieve success.

The fourth step in becoming a leader is to identify your strengths and weaknesses. This will help you to understand what you need to work on and what you can do better. It will also help you to identify your weaknesses and how you can improve them.

The fifth step in becoming a leader is to identify your goals. These goals should be specific and measurable. They should also be realistic and achievable. By setting goals, you can work towards them and achieve success.

The sixth step in becoming a leader is to identify your values. Your values should be aligned with your goals. By identifying your values, you can work towards them and achieve success.

The seventh step in becoming a leader is to identify your strengths and weaknesses. This will help you to understand what you need to work on and what you can do better. It will also help you to identify your weaknesses and how you can improve them.

The eighth step in becoming a leader is to identify your goals. These goals should be specific and measurable. They should also be realistic and achievable. By setting goals, you can work towards them and achieve success.

## A Chronology of Institutional Advancement

### First period: 1636-1900

1636 - The first permanent English colony in America was founded at Jamestown, Virginia.

1640 - John Winthrop, Puritan leader, gave his famous sermon "A Model of Christian Charity" in which he outlined the principles of Puritan government.

1641 - The Massachusetts Bay Colony was founded by Puritans.

1643 - The New Haven Colony was founded by Puritans.

1648 - The New Haven Colony merged with the Connecticut Colony.

1660 - The Massachusetts Bay Colony became a royal colony.

1670 - The Rhode Island Colony was founded by Roger Williams.

1675 - King Philip's War was fought between Native Americans and New England colonists.

1684 - The Carolina Colony was founded by Sir George Carteret and Sir John Berkeley.

1700 - The New Hampshire Colony was founded by John Wentworth.

1713 - The Province of New Jersey was founded.

1722 - The Province of Georgia was founded.

1730 - The Province of North Carolina was founded.

1732 - The Province of South Carolina was founded.

1736 - The Province of Pennsylvania was founded.

1740 - The Province of New Hampshire was founded.

1741 - The Province of New Mexico was founded.

1750 - The Province of Vermont was founded.

1754 - The Province of West Virginia was founded.

1766 - The Province of Kentucky was founded.

1770 - The Province of Maine was founded.

1776 - The United States of America was founded.

1787 - The U.S. Constitution was adopted.

1791 - The Bill of Rights was adopted.

1795 - The Commonwealth of Massachusetts became the first state to establish a public school system.

1800 - The Commonwealth of Massachusetts established the first public high school.

1802 - The Commonwealth of Massachusetts established the first public normal school.

1803 - The Commonwealth of Massachusetts established the first public primary school.

1805 - The Commonwealth of Massachusetts established the first public secondary school.

1819 - The Commonwealth of Massachusetts established the first public vocational school.

1821 - The Commonwealth of Massachusetts established the first public agricultural school.

1825 - The Commonwealth of Massachusetts established the first public industrial school.

1830 - The Commonwealth of Massachusetts established the first public technical school.

1833 - The Commonwealth of Massachusetts established the first public library.

1837 - The Commonwealth of Massachusetts established the first public museum.

1840 - The Commonwealth of Massachusetts established the first public art gallery.

1845 - The Commonwealth of Massachusetts established the first public conservatory of music.

1850 - The Commonwealth of Massachusetts established the first public botanical garden.

1855 - The Commonwealth of Massachusetts established the first public aquarium.

1860 - The Commonwealth of Massachusetts established the first public planetarium.

1865 - The Commonwealth of Massachusetts established the first public observatory.

1870 - The Commonwealth of Massachusetts established the first public astronomical observatory.

1875 - The Commonwealth of Massachusetts established the first public meteorological observatory.

1880 - The Commonwealth of Massachusetts established the first public geological observatory.

1885 - The Commonwealth of Massachusetts established the first public oceanographic observatory.

1890 - The Commonwealth of Massachusetts established the first public atmospheric observatory.

1895 - The Commonwealth of Massachusetts established the first public environmental observatory.

1900 - The Commonwealth of Massachusetts established the first public space observatory.

1900-1958

During the first period, the college presidents were mainly concerned with the financial stability of their institutions. They did not have much time to pay attention to the public relations problem. In the second period, the presidents' concern shifted to the public relations problem. They had more time to pay attention to it. This shift in concern was due to the following factors:

- 1. The growth of higher education.
- 2. The increasing importance of public relations in higher education.
- 3. The increasing number of students and faculty.
- 4. The increasing number of colleges and universities.
- 5. The increasing number of publications.
- 6. The increasing number of public relations professionals.
- 7. The increasing number of public relations organizations.
- 8. The increasing number of public relations publications.
- 9. The increasing number of public relations professionals.
- 10. The increasing number of public relations organizations.

The presidents' concern shifted from financial stability to public relations because they realized that the financial stability of their institutions depended on the public's perception of them. They also realized that the public's perception of them depended on the public's perception of their institutions. Therefore, they began to pay more attention to the public relations problem.

**Second period: 1900-1958** Around 1900, a number of college presidents, including Charles Van Hise at Wisconsin and Edmund Lippincott at Illinois, discarded the emphasis on promotion of publicity to recruit pupils. They program to bring the emphasis closer to their constituents. With few exceptions, all other presidents and administrators of College presidents who wanted to help pupils to attain their position called upon their constituents to reduce emphasis on publicity paper reporters or staff members from their department of journalism. Seller 1762, p. 44. To obtain the results, the presidents and principals pushed the public relations committee to form a committee to improve the College's public relations. The committee was primarily concerned with the improvement of the institution's image through its publications and other means.

Third period 1958-1980

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## An Examination of the Advancement Umbrella

### Current Literature on Advancement

ERIC

ERIC

and the application of the concept of the public manager. In this paper, I will argue that the work of French (1975), ACPRA (1978), Lévy (1971, 1973, 1978, 1980), Lebas (1975, 1978) and AWR (1974, 1977) on the study of management in the public sector can be considered as the main reference for the design of the public manager's role in order to assist him to face the task of managing organizational resources. Recently, the French have also used attention to the empirical study of institutional advancement. Therefore, certain contributions of a part of the foregoing literature on the subject must be given: the design and implementation of management functions that serve the institution as a sensor of social change, as a leader of the organization, as a communication controller and monitor of policies and programs as they relate to the public expectation. Lebas (1977, p. 521) identifies an integrated resource for advancement managers and for students of advancement that reinforces his approach. W. Rix and H. Heidrich (1977) in their *Advancement* (1977) The important contribution from one of the functions of advancement managers with strong descriptive and analytical essay. The *Encyclopédie en copie* (A handbook provides a wealth of practical information based on reasonable philosophical premises and examples of

## The Umbrella of Institutional Advancement

### Alumni relations

Alumni relations is one of the major components of institutional advancement. It is concerned with the development of programs designed to keep former students informed about their alma mater and to encourage them to support the institution. The term "alumni" refers to all former students, regardless of whether they graduated or not. The term "relations" refers to the efforts made to maintain contact with these individuals and to encourage them to support the institution.

## **METHODS**

The study involved two phases. In the first phase, we conducted a survey of 1,000 college students at three public universities in the United States. The second phase involved a follow-up interview with a sample of 100 students who had responded positively to the survey.

The survey instrument was a self-administered questionnaire consisting of 20 questions. The questions were designed to assess the attitudes and behaviors of college students towards volunteerism and its impact on their education.

The survey was conducted in three stages. In the first stage, we distributed the questionnaire to all students in the three universities. In the second stage, we conducted a follow-up interview with a sample of 100 students who had responded positively to the survey.

The third stage involved a detailed analysis of the survey results and the follow-up interview data to identify key themes and patterns related to student attitudes towards volunteerism and its impact on their education.

The survey instrument was developed based on previous research on student attitudes towards volunteerism and its impact on their education.

We used a Likert scale to measure student attitudes towards volunteerism and its impact on their education. The scale ranged from 1 (strongly disagree) to 5 (strongly agree).

We also included questions about the amount of time spent volunteering, the type of volunteer work performed, and the perceived impact of volunteer work on their education.

We conducted a follow-up interview with a sample of 100 students who had responded positively to the survey. The interview was conducted in person or via telephone and lasted approximately one hour.

- encouraging students to volunteer in their community for educational purposes
- advocating for the creation of a support system and funding program that can benefit both secondary and higher education institutions
- sponsoring field trips and events to nurture future leaders of society committed and interested in the institution
- creating a database of the volunteer network, use the institution's contact with potential donors, and raise money for the institution's operation
- advising their institutions to provide vital feedback on how they are doing in terms of social equality and inclusivity of the planet
- identifying the role of higher education in the public community by highlighting the value of college education

Current challenges facing many colleges and universities include a need to form partnerships with the community to be cared for

the following statement: "The following statement is true if and only if all the statements in the preceding row are true."  
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The second row contains the following:  
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The third row contains the following:  
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## **Fund raising**

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## **Voluntary Support For Higher Education by Source**

Source	1973	1976	1978	1980	1982
Private	\$ 4.75	\$ 4.76	\$ 4.77	\$ 4.78	\$ 4.79
Total	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00

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AMERICAN  
COUNCIL  
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the importance of the individual in the family and  
the importance of the family in the community and  
the importance of the community in the world.

The first step in the development of a family  
is the opening of a home. The second step is the  
formation of a family.

B

the U.S. market. The coffee market is very large and very complex. It is a global market with many different players. The coffee market is highly volatile and can be influenced by a variety of factors, such as weather, politics, and economic conditions. The coffee market is also heavily regulated by various government agencies, such as the Commodity Futures Trading Commission (CFTC) and the National Coffee Association (NCA). The coffee market is a complex and dynamic industry that requires a deep understanding of the market dynamics and a strong knowledge of the coffee industry.

~~Section I  
The Public Relations Office~~

For institutions with large numbers of students the public relations office has a major role to play in maintaining the better relations between the institution and the community.

**Public relations** In the first instance the public relations office of an educational institution is concerned with public responsibilities. Its operations include community relations, internal relations, media relations, publications and special events. This involves educating and problem-solving in the areas of education and management on campus. Within its administration, the public relations office has the objective of achieving understanding and support for the institution through programs designed to impress public confidence in the institution and its performance.

Community relations activities will be concerned with colleges and universities having a maintenance course in support of local citizens. In a special issue of *CASE Current* concerning community relations Winkler notes "more and more colleges believe they should live for and with their communities rather than in them. They take major responsibility for organizing the best possible response to the area's pressing needs." (1978 p. 9)

The community relations programs are designed to reach out to the institution's various constituencies to inform as well as to listen to serve as well as to be of service. Knowles encouraged several community relations practices. Representation of local citizenry on the institution's governing board and participation by faculty and staff in the community's government is essential to good public relations. (1978 p. 34) Aikman has suggested other community relations techniques that practitioners can implement such as offering the resources people and facilities of the institution to help solve community problems, sharing decision making with the community, creating opportunities (not in time of crises alone) for meetings between city leaders and campus chiefs. (1978 p. 46) Campus orientation days for local citizens, speakers bureaus, facilities planning meetings, student housing discussions, these have emerged as just a few of the ways colleges and universities are cultivating public acceptance and support of their educational objectives.

The public relations office also has a duty to cultivate good relations among faculty, students, staff and administrators. At many institutions the public relations office has the task of managing credible internal relations with what Irving Shapiro, past chairman of the board of Dupont has called an organizational consciousness. Quoted in a *CASE Current* special issue on internal communications he says

Mr.

Dear Mr. [redacted]  
I am writing to you today to express my concern about the recent developments in our industry. I understand that there has been a significant increase in the cost of raw materials, which has led to a decrease in our profit margins. I believe that it is important for us to address this issue as soon as possible to ensure the long-term success of our company.

I would like to propose a meeting between our management teams to discuss potential solutions to this problem. I believe that by working together, we can find a way to mitigate the impact of these cost increases on our business.

I would also like to express my appreciation for your continued support of our company. Your guidance and leadership have been instrumental in our success over the years, and I am grateful for your commitment to our shared goals.

I look forward to your response and hope that we can work together to find a solution that benefits both our companies. Thank you for your time and consideration.

Best regards,  
[Redacted]  
[Redacted]

Subject: Re: Recent Cost Increases  
Date: [Redacted]  
To: [Redacted]

Hi [Redacted],  
I hope this message finds you well. I wanted to follow up on our previous conversation regarding the recent cost increases in our industry.

As you mentioned, we have been experiencing some challenges with our supply chain and raw material costs. We have been working closely with our suppliers to identify alternative sources and negotiate better terms, but the impact is still significant.

We are also exploring other options, such as finding ways to reduce waste and improve efficiency in our operations. This will take time and resources, but we are committed to finding a sustainable solution.

Thank you again for your support and understanding. I appreciate your continued interest in our company's success.

Best regards,  
[Redacted]  
[Redacted]

Internal and external communications: B

Employee handbook should be more than just a copy of the company's policies and procedures. It should also include information on how to handle specific situations that may arise. For example, if an employee is injured on the job, what steps should be taken? If an employee is terminated, what rights does he or she have? These types of questions are often overlooked in traditional employee handbooks.

Ridgey (1971) suggests several common errors found in employee handbooks:

- 1. Address only the basic legal and administrative aspects of employment.
- 2. Develop legal language that is difficult to understand.
- 3. Use complex legal jargon that is hard to decipher.
- 4. Assume that employees will read and understand the handbook.
- 5. Fail to provide clear instructions on how to handle specific situations.
- 6. Use language that is too technical or legalistic.
- 7. Assume that employees will read and understand the handbook.

In addition to these common errors, Ridgey (1971) also points out that many employee handbooks are not up-to-date or accurate. For example, some handbooks still mention laws that have been repealed or changed. This can lead to confusion and legal problems for both employers and employees.

## **Government relations**

communications media. The study found that the highest proportion of communication was through the telephone, followed by the radio, television, and the press. The telephone was the most frequently used medium for both the transmission of information and the receipt of information.

In addition to the telephone, the study found that the telephone was the most frequently used medium for the transmission of information. The telephone was also the most frequently used medium for the receipt of information. The telephone was the most frequently used medium for the transmission of information and the most frequently used medium for the receipt of information. The telephone was the most frequently used medium for the transmission of information and the most frequently used medium for the receipt of information.

Another finding of the study was that the telephone was the most frequently used medium for the transmission of information. The telephone was also the most frequently used medium for the receipt of information. The telephone was the most frequently used medium for the transmission of information and the most frequently used medium for the receipt of information.

## Trends in Institutional Advancement

Trend	Institutional Advancement		Case
	Advancement	Advancement	
1. Framework	1.1. New models	1.2. New methods	1. CASE 1
	1.3. New roles	1.4. New structures	1. CASE 2
	1.5. New processes	1.6. New systems	1. CASE 3
	1.7. New products	1.8. New services	1. CASE 4
	1.9. New markets	1.10. New technologies	1. CASE 5
2. Structure	2.1. New models	2.2. New methods	2. CASE 1
	2.3. New roles	2.4. New structures	2. CASE 2
	2.5. New processes	2.6. New systems	2. CASE 3
	2.7. New products	2.8. New services	2. CASE 4
	2.9. New markets	2.10. New technologies	2. CASE 5
3. Process	3.1. New models	3.2. New methods	3. CASE 1
	3.3. New roles	3.4. New structures	3. CASE 2
	3.5. New processes	3.6. New systems	3. CASE 3
	3.7. New products	3.8. New services	3. CASE 4
	3.9. New markets	3.10. New technologies	3. CASE 5
4. Product	4.1. New models	4.2. New methods	4. CASE 1
	4.3. New roles	4.4. New structures	4. CASE 2
	4.5. New processes	4.6. New systems	4. CASE 3
	4.7. New products	4.8. New services	4. CASE 4
	4.9. New markets	4.10. New technologies	4. CASE 5
5. Service	5.1. New models	5.2. New methods	5. CASE 1
	5.3. New roles	5.4. New structures	5. CASE 2
	5.5. New processes	5.6. New systems	5. CASE 3
	5.7. New products	5.8. New services	5. CASE 4
	5.9. New markets	5.10. New technologies	5. CASE 5

**Trend One: Framework** This trend concerns the development of new models, methods, roles, structures, processes, systems, products, services, markets, and technologies.

**Trend Two: Structure** This trend concerns the development of new models, methods, roles, structures, processes, systems, products, services, markets, and technologies.

**Trend Three: Process** This trend concerns the development of new models, methods, roles, structures, processes, systems, products, services, markets, and technologies.

**Trend Four: Product** This trend concerns the development of new models, methods, roles, structures, processes, systems, products, services, markets, and technologies.

**Trend Five: Service** This trend concerns the development of new models, methods, roles, structures, processes, systems, products, services, markets, and technologies.

ACERA CASE

AWB is a case study of the University of Alberta's attempt to develop a model of adult education which would be acceptable to the public and to the government. It presents a history of AWB from its first planning stages through its development and growth as a program. It also describes the educational staff policy, the financial aspects, and the administrative structure. Appendix A contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix B contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix C contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix D contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix E contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix F contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix G contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix H contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix I contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix J contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix K contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix L contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix M contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix N contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix O contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix P contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix Q contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix R contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix S contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix T contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix U contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix V contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix W contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix X contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix Y contains a copy of the original application for funding submitted to the Alberta Department of Education. Appendix Z contains a copy of the original application for funding submitted to the Alberta Department of Education.

Beyond improving the effectiveness of educational programs internally, the research findings which can be applied can help promote higher educational standards, policies, and a public confidence in higher education. Because the research findings are widely applicable, they can help improve the effectiveness of educational programs, making them more popular and more effective, and higher education in general more accepted. AWB (Rowland 1977). The joint efforts of college and university administrators, staffs, and the professional associations of higher education are an effective combination to focus attention on research.

the president's role in foreign policy making. The president's role in foreign policy making has been increasing over time. This is true for all presidents, but it is particularly true for the last two presidents. The president's role in foreign policy making has increased over time for all presidents, but it is particularly true for the last two presidents.

### Trend Two: Presidential leadership

The president's role in foreign policy making has been increasing over time. This is true for all presidents, but it is particularly true for the last two presidents. The president's role in foreign policy making has increased over time for all presidents, but it is particularly true for the last two presidents. The president's role in foreign policy making has increased over time for all presidents, but it is particularly true for the last two presidents. The president's role in foreign policy making has increased over time for all presidents, but it is particularly true for the last two presidents.

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## **What Are Some Major Trends in Marketing?**

Marketing is changing rapidly. In fact, it is changing so rapidly that it is difficult to keep up with all the changes. This article will discuss some of the major trends in marketing.

**Trend One: Marketing Is Becoming More Integrated** One of the most significant trends in marketing is the increasing integration of marketing activities. This means that marketing is becoming more coordinated and synchronized across all functional areas of the organization.

Marketing is becoming more integrated because of the increasing complexity of the market environment. As markets become more competitive and more global, companies need to be able to coordinate their marketing efforts across different countries and cultures.

Marketing is also becoming more integrated because of the increasing importance of technology. Technology has made it easier for companies to collect and analyze data, which can help them better understand their customers and develop more effective marketing strategies.

Marketing is also becoming more integrated because of the increasing importance of branding. Branding is a key element of marketing, and companies need to be able to coordinate their branding efforts across all functional areas of the organization.

**Trend Two: Marketing Is Becoming More Customer-Centric** Another major trend in marketing is the increasing focus on the customer. This means that companies are shifting their focus from internal processes to external customers.

Marketing is becoming more customer-centric because of the increasing importance of customer satisfaction. Companies that provide excellent customer service are more likely to succeed in the long run.

Marketing is also becoming more customer-centric because of the increasing importance of personalization. Companies that can personalize their marketing messages to individual customers are more likely to succeed.

**Trend Three: Marketing Is Becoming More Digital** A third major trend in marketing is the increasing use of digital technologies. This means that companies are shifting their focus from traditional marketing channels to digital channels.

Marketing is becoming more digital because of the increasing importance of the Internet. The Internet has made it easier for companies to reach a wider audience and to collect and analyze data.

Marketing is also becoming more digital because of the increasing importance of mobile devices. Mobile devices have changed the way people consume media, and companies need to be able to adapt to this change.

Marketing is also becoming more digital because of the increasing importance of social media. Social media has changed the way people communicate and interact with brands.

Marketing is also becoming more digital because of the increasing importance of big data. Big data has made it easier for companies to collect and analyze large amounts of data, which can help them better understand their customers and develop more effective marketing strategies.

Trend	Definition	Characteristics	
		Major	Minor
<b>Trend One</b>	Community colleges have adopted a marketing perspective to their mission.	Community colleges have adopted a marketing perspective to their mission.	Community colleges have adopted a marketing perspective to their mission.
<b>Trend Two</b>	Community colleges have adopted a marketing perspective to their mission.	Community colleges have adopted a marketing perspective to their mission.	Community colleges have adopted a marketing perspective to their mission.
<b>Trend Three</b>	Community colleges have adopted a marketing perspective to their mission.	Community colleges have adopted a marketing perspective to their mission.	Community colleges have adopted a marketing perspective to their mission.
<b>Trend Four</b>	Community colleges have adopted a marketing perspective to their mission.	Community colleges have adopted a marketing perspective to their mission.	Community colleges have adopted a marketing perspective to their mission.

**CASE STUDY:** In the North Central Association of Colleges and Schools, the accreditation process has also applied marketing principles as the Association's accrediting committee, the Commission on Accreditation (COA), has developed a "Marketing Plan for Accreditation." This plan is designed to help institutions develop a marketing plan that will increase enrollment, improve retention rates, and increase student satisfaction. The plan includes a marketing strategy, a budget, and a timeline for implementation. The plan is intended to be used by institutions to help them better serve their students and the community.

**Trend Four: Evaluation** The fourth trend on this continuum process which can be linked with marketing and development program. The program must track and evaluate marketing activities to judge its strength.

impact on the institution's mission and its ability to meet its client and programmatic needs. This is the primary concern of the rest of the paper. It is also the primary concern of this thesis. This assessment is not limited to the financial only, but includes all other areas of institutional effectiveness.

Administrative performance evaluation is a relatively new technique in the field of management. It is a technique that has been developed in the private sector and is now being applied to the public sector. A number of studies have been conducted in the private sector, particularly in the business offices of large corporations.

### SELECTED LITERATURE ON MANAGEMENT ASSESSMENT

Indicators have been developed by several universities and businesses to evaluate their performance. These are immediate evaluation studies. Because performance measures are first assessment techniques, it is necessary to include them. In addition, they are likely to provide useful information for the administrator. In this section, two studies will be discussed. One is a study by Jacobson (1977) on the development of a performance measurement system for an advanced placement program. The second is a study by Jacobsen (1978) on the development of a performance measurement system for a university setting. Jacobson's model can be found in *Journal of Business Administration* 1978, pp. 17-23. In example 1, the author discusses performance and the use of the system to measure progress for each agency. He shows how to set up a system for an advanced placement specific to education. This is similar to the nature of the goals and objectives of an educational institution. The costs in dollars (compared to potential) per unit of institution and program activities can be specifically measured by particular educational offices and news media outlets and information channels. The cost analysis is helpful in accounting and budgeting add another dimension of program measurement. Zero-based budgeting provides another way to evaluate financial systems and decision makers to determine actual or estimated financial costs as a function of costs. John has suggested that in addition to maximizing cost effectiveness through one procedure or another, administrators ought to compare planned goals with actual results in a performance accounting (1977, p. 506), a process similar to Jacobson's.

The value of assessment is that comparisons can be made both within and outside the institution. Major studies across institutions. *Seeking to Compete: How Colleges Manage in the Service Sector* (Leslie 1971), *How Underwriting and Succession Are Effectively Managed* (Leslie 1969).

Output/ Input (Bacon and Blake 1970), Trends in Capital Management (Bacon and Price 1971), *From Admissions Office to Street Corner and Everywhere* (Blaker 1974), have done more than analyze expenditures. Study attitudes and compare trend. They have defined measurement indicators that best reflect productivity. A gift income is the best indicator

## **Trend Five: Professionalism**

**Trend Six: Increasing levels of advancement activity.** A more detailed discussion of this trend can be found in the section on "The Advancement Function." In brief, however, the trend is toward more and more programs. Hard times have apparently had little effect. The competition for students has increased, so schools must offer more to attract them. There is also much effort to increase the educational achievement. Cheshire (1950) believes that the school can have more effect on the result for good education if it can do more to stimulate interest, thinking and problem solving. Children seem to higher education than nature and work with relatively plentiful advancement played a rather passive role. The author of Report (1950) has this to say: "The advancement of ~~greatest~~ upper secondary education must go on, unless and until we are in the sun."

\* By experience, I have seen many difficulties of the kind. Thus the new educational system, which ~~is~~ <sup>now</sup> competing successfully with the old one, and, accordingly, enhances the public estimate of quality education, ~~is~~ <sup>now</sup> faced with the necessity of more responsiveness from the government. In a document ~~in~~ <sup>by</sup> Berliner (1925) written by the officers and delegates demonstrating their right to govern by the intent of their discontinued and now lost program, ~~and~~ <sup>now</sup> by the service of the regular military, it is written: "We shall be a capital part. All our present programs must contribute to the objectives it has set as contributing to the improvement of institutions and of higher education."

In recent years, the movement has spread from the larger universities to smaller colleges. A large majority of college and universities have a central office or committee, president directing their study movement.

Dickens, N. (1984). *How to build a  
higher educational institution*. In R. G.  
Gilligan & M. Rogers (Eds.), *Women's ways:  
the manufacture of meaning* (pp. 81-108). Newburyport, MA: Ballantine Books.

No consideration of the educational mission of an institution, although a variety of models exist (e.g., Anderson, Carson, and Weigert 1984; Rudy 1980; Tronto 1985), can ignore the increased challenge of others of us who are "Nones" (non-denominational Christians) or who are members of the religious traditions of Judaism and Islam.

The challenge is significant, as we shall see in the next section.

Nonetheless, the challenge is real.

Nonetheless, the challenge is real.

Nonetheless, the challenge is real.

Because of Part II?

Institutional responses to the challenge of the nonbeliever have been relatively few and far between. In particular, there has been little attention given to the problem of building the institutional image of a school that is perceived as being compatible with the beliefs of the nonbeliever. It is this omission that I believe has strengthened the anti-institutional forces in our culture and contributed to the popular perception of the educational system as being irrelevant. This too seems to be the case in the United States, where the religious majority is becoming increasingly alienated from the institutions of higher learning.

## Strategies for Institutional Advancement

### The Present Climate

It is important to understand the present climate of the university if one is to propose effective strategies for institutional advancement. In this section we will describe the major trends in higher education and their implications for the university. We will also discuss the role of the university in society and the challenges it faces.

One of the most significant trends in higher education is the shift from traditional to non-traditional forms of learning. This shift is reflected in the increasing number of students who are attending college part-time, working while attending, or attending through distance learning. The university must respond to this trend by offering more flexible and convenient learning options. It must also provide support services for non-traditional learners, such as child care and transportation.

Another important trend is the increasing emphasis on research and scholarship. The university must continue to invest in its research programs and faculty members to maintain its academic reputation. It must also encourage faculty members to publish their research findings and present them at professional conferences.

The university must also respond to the challenges of globalization. This requires a commitment to internationalization, both in terms of teaching and research. The university must develop partnerships with universities around the world and encourage faculty members to engage in international research projects.

In addition, the university must address the challenges of social justice and equality. This requires a commitment to diversity and inclusion, both in terms of student enrollment and faculty hiring. The university must also work to eliminate discrimination and promote social justice through its policies and programs.

## Four Strategies and Four Challenges for the Future

Most of us in this room are probably not in a position to make significant contributions to the development of our country's foreign policy. The most important role we can play is to support the efforts of those who are. We must do our best to understand the issues involved and to support the policies of the government. This is a responsibility we all share.

Our first responsibility is to support the policies of the government. This is a responsibility we all share.

Our second responsibility is to support the policies of the government. This is a responsibility we all share.

The third responsibility is to support the policies of the government. This is a responsibility we all share.

The fourth responsibility is to support the policies of the government. This is a responsibility we all share.

But there is one more responsibility we all share.

The responsibility to support the policies of the government. This is a responsibility we all share.

The responsibility to support the policies of the government. This is a responsibility we all share.

The responsibility to support the policies of the government. This is a responsibility we all share.

The responsibility to support the policies of the government. This is a responsibility we all share.

The responsibility to support the policies of the government. This is a responsibility we all share.

100 - 500

## Methodology

A number of studies have been conducted on the relationship between the fixed and variable components of the budget. One of the first studies was conducted by R. K. Fisher (1950) at the University of Texas. His program of research was the most important in this field. For example, Fisher argued that the reported results indicate that the addition of a variable component to the budget will result in an increase in institutional fixed costs. This is true if the variable component is large enough. Over the past decade the literature has shown that the variable and constant components of the budget are related in such a way that increases in one variable function have stopped the ability of business to further expand its capacity to produce.

Although price-oriented leadership has led to significant improvements in the management of capacity utilization, there is still room for improvement.

Maximizing the potential of  
the individual  
in the classroom  
and the community

the student's task is to find the area of the shaded region. The student is given the following information:

The figure consists of a rectangle divided into four quadrilaterals by two diagonal lines from the top-left vertex to the bottom-right vertex. The top-left quadrilateral is shaded.

The width of the rectangle is 10 cm.  
The height of the rectangle is 8 cm.  
The area of the unshaded quadrilateral is 24 cm<sup>2</sup>.

What is the area of the shaded quadrilateral?

In this task, students are asked to apply their knowledge of geometry and algebra to solve a problem. The task requires them to calculate the area of a shaded quadrilateral within a larger rectangle, given specific dimensions and the area of an adjacent quadrilateral.

## Bibliography

A  
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D G C A S L P H E X N T R F B M J K Q Z P Y V W O U I  
N S D C A P H E X N T R F B M J K Q Z P Y V W O U I  
M G A P H E X N T R F B M J K Q Z P Y V W O U I  
D G B S P H E X N T R F B M J K Q Z P Y V W O U I  
E K M A L M S P H E X N T R F B M J K Q Z P Y V W O U I  
A C G D E F H I M S P H E X N T R F B M J K Q Z P Y V W O U I  
C G D E F H I M S P H E X N T R F B M J K Q Z P Y V W O U I  
F W S P H E X N T R F B M J K Q Z P Y V W O U I  
E S H F P H E X N T R F B M J K Q Z P Y V W O U I  
S P H E X N T R F B M J K Q Z P Y V W O U I  
C G D E F H I M S P H E X N T R F B M J K Q Z P Y V W O U I  
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S P H E X N T R F B M J K Q Z P Y V W O U I  
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S P H E X N T R F B M J K Q Z P Y V W O U I  
P H E X N T R F B M J K Q Z P Y V W O U I

1. B. 2. C. 3. D. 4. E. 5. F. 6. G. 7. H. 8. I. 9. J.

10. K. 11. L. 12. M. 13. N. 14. O. 15. P. 16. Q. 17. R.

18. S. 19. T. 20. U. 21. V. 22. W. 23. X. 24. Y. 25. Z.

26. A. 27. B. 28. C. 29. D. 30. E. 31. F. 32. G. 33. H.

34. I. 35. J. 36. K. 37. L. 38. M. 39. N. 40. O. 41. P.

42. R. 43. S. 44. T. 45. U. 46. V. 47. W. 48. X. 49. Y. 50. Z.

51. A. 52. B. 53. C. 54. D. 55. E. 56. F. 57. G. 58. H.

59. I. 60. J. 61. K. 62. L. 63. M. 64. N. 65. O. 66. P.

67. R. 68. S. 69. T. 70. U. 71. V. 72. W. 73. X. 74. Y. 75. Z.

76. A. 77. B. 78. C. 79. D. 80. E. 81. F. 82. G. 83. H.

84. I. 85. J. 86. K. 87. L. 88. M. 89. N. 90. O. 91. P.

93. R. 94. S. 95. T. 96. U. 97. V. 98. W. 99. X. 100. Y. 101. Z.

102. A. 103. B. 104. C. 105. D. 106. E. 107. F. 108. G. 109. H.

110. I. 111. J. 112. K. 113. L. 114. M. 115. N. 116. O. 117. P.

118. R. 119. S. 120. T. 121. U. 122. V. 123. W. 124. X. 125. Y. 126. Z.

127. A. 128. B. 129. C. 130. D. 131. E. 132. F. 133. G. 134. H.

135. I. 136. J. 137. K. 138. L. 139. M. 140. N. 141. O. 142. P.

143. R. 144. S. 145. T. 146. U. 147. V. 148. W. 149. X. 150. Y. 151. Z.

152. A. 153. B. 154. C. 155. D. 156. E. 157. F. 158. G. 159. H.

160. I. 161. J. 162. K. 163. L. 164. M. 165. N. 166. O. 167. P.

168. R. 169. S. 170. T. 171. U. 172. V. 173. W. 174. X. 175. Y. 176. Z.

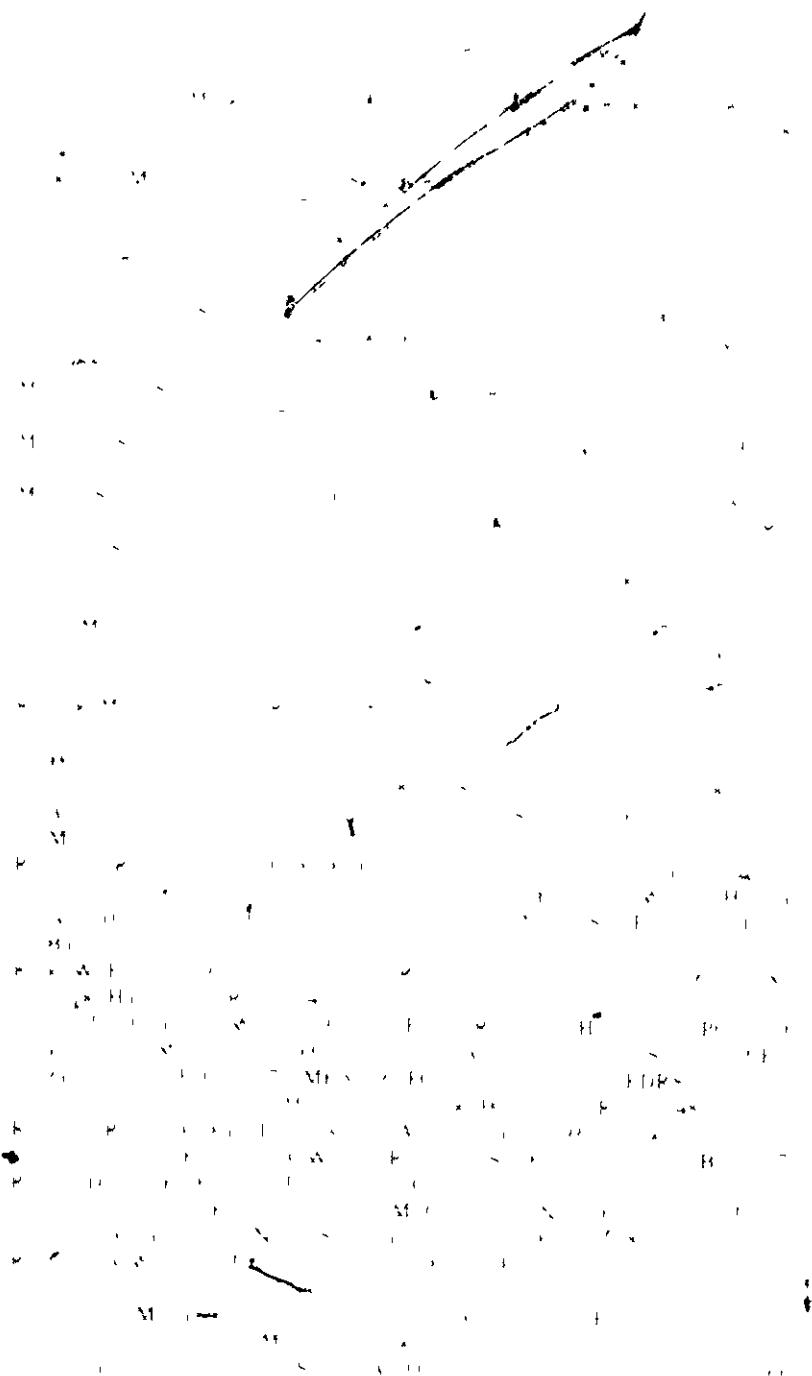
177. A. 178. B. 179. C. 180. D. 181. E. 182. F. 183. G. 184. H.

185. I. 186. J. 187. K. 188. L. 189. M. 190. N. 191. O. 192. P.

193. R. 194. S. 195. T. 196. U. 197. V. 198. W. 199. X. 200. Y. 201. Z.

## Standardized Test Scores

	Mathematics	Reading	Science	Social Studies	Language Arts	Total
K	W	N	M	E	S	11
K	R	S	N	M	E	10
F	W	N	M	E	S	11
F	S	N	M	E	S	10
B						
F	S	N	M	E	S	10
H	R	E	M	E	S	9
F	P	C	M	E	S	9
H	E	C	M	E	S	8
W	W	N	M	E	S	8
K	W	R	B	C	M	7
H	R	E	B	C	M	7
D	W	E	M	A	F	7
S	W	E	M	A	F	7
D	W	E	M	A	F	7
W	S	D	N	C	P	6
A	R	V	C	C	S	6
M	C	P	C	C	S	6
S	T	O	C	E	F	6
H	K	I	N	D	F	6
S	F	I	B	C	F	6
A	V	F	B	P	C	5
M	C	V	F	E	F	5
S	D	F	V	A	S	5
B	C	S	K	C	D	5
	L	S	K	C	D	5
		L	S	K	C	5



Ernest H. Kline S. D. E. B. 77  
John N. Smith S. F. B. 77  
H. S. S. 77  
Rex H. R. R. 77  
John E. A. W. S. S. 77  
Rex H. K. S. E. B. 77  
John A. W. R. S. P. 77  
Rex H. L. H. S. B. 77  
John A. W. S. S. 77  
S. D. E. B. 77  
S. C. B. 77  
S. C. D. H. 77  
S. C. S. M. 77  
S. C. H. 77  
S. C. D. M. 77  
S. C. A. Z. A. W. S. S. 77  
S. C. G. R. R. S. M. 77  
S. C. S. P. P. D. M. 77  
S. C. S. L. L. W. F. D. M. E. 77  
E. R. C. A. P. D. M. 77  
S. C. G. P. D. O. F. 77  
E. A. W. P. S. F. 77  
S. C. H. W. S. S. P. 77  
E. A. Z. S. S. P. 77  
The New D. T. C. A. S. S. F. 77  
S. C. B. 77  
S. C. C. H. P. S. 77  
S. C. M. 77  
S. C. H. S. S. S. S. S. S. M. 77  
H. 77  
Robert R. D. H. F. O. W. R. R. 77  
A. E. E. F. R. R. 77  
Racing E. C. W. H. M. S. D. 77  
ment No. 3. S. E. S. 77  
Duke John M. C. S. S. Z. S. S. S. M. 77  
C. M. S. 77  
Vernon E. R. R. 77  
I. C. S. C. P. S. 77  
Vickery James E. L. P. S. C. E. H. 77  
J. D. C. A. A. S. E. P. A. W. R. S. S. F. 77  
J. C. B. S. 77  
Worth Peacock C. C. A. C. S. D. L. T. C. A.  
K. C. S. C. S. S. E. 77  
Winkler H. D. G. C. C. Y. B. C. C. E. C. S. M. 77

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4. The Three R's of the Eighties: Redundancy, Reorchestration, and Readjustment  
*Kenneth P. Mervine and Michael J. Forni*
5. Occupational Programs in Four Year Colleges Trends and Issues  
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6. Evaluation and Developing of Administrators  
*Roger C. Anglin*
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*Terence J. Burke*
8. Professional Education in the Eighties Challenges and Response  
*Glen F. Nau and Kibret G. Reid*
9. Adult Basic Education Programs  
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10. Survival Through Interdependence Assessing the Costs and Benefits of Internship Instruction  
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